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RICHMOND DEMOCRAT.

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THOS. D. BOGIE,

EDITOR AND PROPRIETOR.
OFFICE—South-West Corner of the Public Square, in Woodson & Co's Building

The next annual meeting of the State Grange will be held in Sedalia, on the 21st day of this month. This place can be easily reached by the delegates from this county.

The Houston Telegram pledges the full vote of Texas to Gen. Hancock in the Democratic National Convention, and the Telegram's pledges can always be relied on.

The seats gave way at the fair at Adrian, Michigan, last week, killing sixteen people and wounding seventy-five. Gross carelessness, no doubt, caused the accident.

"Hug 22" was discovered written in a delicate female hand on the cuff of a Richmond young man; and that young man still sticks to it that it was only "Aug. 22."

The Missouri Railroad Commissioners report an increase of 270 miles of railroad in the state for the year ending July 1st, and an increase of railroad earnings, ranging from 10 to 30 per cent.

A cyclone struck the county fair at Watonsville, Tuscola county, Michigan, last Friday while the exhibition was in progress, causing great loss of property and the probable loss of two or more lives.

Cedar Falls has a woman who writes for three papers, does all her own work, sows and splits her own wood, and who recently whaled a tramp within an inch of his life because he said she ought to get married.

W. B. Anderson, station agent and operator at Fayette, Howard county Mo., committed suicide by shooting himself at soberly on Friday night last. He had been drinking heavily and it is supposed had lost money at a fair.

The Cincinnati Enquirer publishes on a very encouraging prospect for the Democracy of Ohio. Since 1872 the Republicans have carried the state three times, and the Democrats have carried it three times. The Democrats carried the state by 817 votes in 1873, by 17,202 in 1874, and by 22,329 in 1877. The Republicans carried it by 5,341 votes in 1875, by 7,516 in 1876 (only 6,636 in the October election) and by 3,160 in 1878. The Democratic majorities aggregate 40,530; the Republican majority for the three years in which it carried the state was 35,513. The average Republican majority was 5,402. That is, the average Democratic majority exceeds the average Republican majority by more than 6,000 votes.

Got His Case Continued.
A little six year-old boy in Natchez, Miss., had been listening to remarks of a legal-minded uncle in regard to the prospect of an indicted person getting clear by securing a continuance of his case from time to time. Shortly after the little fellow got into a scrape, which secured for him from his mother a promise of a little dose of slippers at an early period. He anxiously sought his uncle for advice on the subject, but could get no sympathy only, with no prospect of relief. Finally, said the youngster: "Uncle, don't you think you could get mother to continue the case? If we could get a continuance I think I could get off." He got off.

What the Farmer Should Study.
The farmer should study the laws of concentration. He should learn to concentrate his crops into the best paying articles. Does he consider that butter, cheese, beef pork and mutton represent only a certain amount of grass, hay and grain that the farm produces? That instead of selling the raw commodities, he can, by putting them into these articles, get much better returns for his products? His study should be how to transform the raw products of his farm into something that is concentrated and that will bring him most money. What he raises has to go to some market. By condensing it, little freight will have to be paid, and thus much will be saved. A farm is not only a farm; it is, of course, a factory for changing the raw products into articles of general consumption that have a commercial value the world over—that are of the best quality, that keep well and sell well, and bring prices that pay well for the skill, labor and capital employed in producing them.

What a beautiful thing is a rosy cheek! How great the contrast when the blush settles on the nose.

Boiled Down.

This is what John Sherman should have said in his recent speech in Ohio:
"My fellow citizens, as your public oppressor and enemy, I have been engaged in a work to destroy your prosperity and blast your prospects."

"I have sought to bring the greenback up to par with gold, that the fixed income of the bondholder and owner, to be paid from the products of your labor may be doubled in value."

"The billions of debts you contracted to pay in cheap currency, a dollar of which you might obtain for one bushel of corn, I have made payable in dear money, so that it will take four bushels of corn to obtain one dollar."

"I have depreciated the value of your property \$20,000,000. I have thrown labor, the only capital of the poor man, on the market."

"I have reduced the price of the few days work that labor can get to one-third what it was a few years ago."

"I have driven 150,000 business men and firms to the walls of bankruptcy."

"I have wrecked and ruined towns and cities."

"I have driven 100,000 souls to desperation and suicide."

"I have driven tens of thousands of your wives and sisters to vice and shame for subsistence."

"I have deprived the wives and children of a million laborers of comfortable homes, and barred the doors of the school and house of God against them with their own rage."

"The sacrifice on your part has been great, no doubt, and grievous to bear, but when I reflect that the dollars you owe to bankers and usurers have doubled in value since you contracted to pay them, and that what you have lost they have gained, I know you will thank me."

"And now, dear friends, I must go, but remember when you get up in morning, that the dollar which not one in ten of had an opportunity to earn the day before, will not afford you half as much of the comforts of life as did the two or three dollars which each of you earned every day in the week, a few years since."

This would have been the truth, the whole truth, and nothing but the truth.

Norborne Independent: Mr. Charles Holland, living near the Missouri river south of Hardin, Ray county, committed suicide by taking poison, on last Monday night. He had been in trouble for some time past concerning his money matters, and had threatened to take his life before, although no one suspected that he would commit such a crime. He went to Hardin on Monday, and appeared to be in a very pleasant mood, and procured some strychnine, stating that he wanted it to poison rats with. He went home, and about 9 o'clock that night, his groans of distress attracted the attention of his family, who arrived at his bedside as his spirit passed away. Deceased was about 50 years of age, and has always been regarded as a straightforward, industrious man, and respected by all who knew him.

Temperance Work Perpetual.
Editors Table: Good company, Number One.
In one respect temperance work is like house work. Women are sometimes heard to wish that they could get this dusting, and darning, and dish-washing done up once for all; as a man builds a barn, clears a wood-lot or digs a well, and is through with it. It is tedious to keep pegging away at the same humdrum task to-day, to-morrow and the year round, and long one lives—always doing it but never getting it done. But that is what temperance folks must make up their minds to do. There is no discharge in this war. We may whip in a skirmish and carry many an entrenchment; we may burn the enemy's supply trains and break up his camps. But so long as human nature is human nature, so long as men love self-indulgence, we shall have to keep a running fight with this foe. To call this task a reform is misleading. It will not be like the crusade against slavery. That evil has been wiped out. When temperance is wiped out we may expect to hear the trumpets blowing for the millennium.

When a man awakes to the realizing sense that he is for the first time a father, his breast heaves with emotion, and he rushes down town in hot haste to be congratulated; but in after years, when it becomes an old story, and when the seventh infant cuddles down in its swaddling clothes, his emotional breast doesn't heave, and with a pocketbook as thin as a pasteboard, and a depressed bearing, he hurries to his business, forgetting to say anything even to his confidential friends about it.

New Haven Register.
The St. Joseph exposition last week was well attended.

Philosophy of School Government.

BY THOS. HANKINS.

The highest worthiness contemplates all authority under the ultimate rule of right, but the pure love of the rule of right is not always sufficient to induce obedience, and yet good reasons may, and does exist for seeking obedience that is not voluntarily rendered. In order to obtain this involuntary obedience, there must be positive authority, but it must be exercised under the jurisdiction of law and within the bounds of morality.

Socialism claims that man is competent to find out the right, and may be persuaded into it without any application of positive authority; that children may be induced to live together orderly and quietly, from cultivated affections and appeals to magnanimity and generosity; that, however, made attractive by proper appointments, and each member of a school find his own place in loving and cordial harmony. But experience teaches that these causes are not sufficient to secure quiet and harmonious conduct, and there still exists a necessity for the application of positive authority in the teacher.

Many children must be governed in school, who cannot see what is right. The end of all scholastic authority, and the right to use it, is founded in the interest of the greatest good. This gives a right to scholastic authority, and would constrain to obedience all who comprehend the ultimate right, on the grounds of duty alone. But some children cannot see this principle of right, and cannot be controlled by it. In every school there are such children, and the teacher is bound to control them.

Such children are to be coerced when they cannot see the reason for the right in the light of the greatest good. Selfishness and depravity in humanity cannot always be restrained by mere ethical imperatives, and there are in all schools many practical matters which can only be settled by the teacher. Pupils in school have many wants which cannot be met from individual study and action, and which can only be regulated by positive authority vested in the teacher. There must be some uniform method of action, and no individual method decides its expediency above all others. The rights of the individual of the different members of schools cannot be maintained without rules enforcing such regulations by legal sanctions.

Positive rules with legal sanctions and penalties are necessary to meet those exigencies which the nature of children in school create. Leaving all ethical laws of duty and conscience to force, positive rules with legal sanctions go further and threaten its own positive punishment against transgression. There is a strong probability of its being to every one, that if the teacher of the school he will be punished.

These rules, as all of the teacher, appeals to all that is kind, tender and humane in every pupil that he should not selfishly violate them, thereby adding much power to moral restraint.

When the teacher's authority is legitimate, it is within the sphere of jurisdiction; for beyond legal jurisdiction, any attempt to govern becomes assumption, and the pupil is not bound to obey when teachers attempt to govern beyond their capacity, they act blindly, and exert the ends which scholastic authority was designed by their own ignorant attempt to subvert it.

Ignorant rules and inconsistent government are sure to lead to oppression and anarchy. A legal means which the teacher is competent to use in the government of his school, are lawfully in his hand for that purpose, but who knows not how to use them may not rightly touch. No teacher has a right to demand obedience beyond the capacity of the pupil.

Precepts demanding impossibilities are intolerable and can impose no other obligations than indignation and defiance. Rules beyond the pupil's apprehension are not binding upon him, and the teacher cannot rightly inflict punishment upon him for not observing them. The careless or willful neglect of the pupil to ascertain the rules of the school, must rest upon his own responsibility, but there must be previous to such responsibility have been given the pupil an opportunity to ascertain the teachers' edicts.

Teachers may not make rules in violation of morality, for any attempt to break over the barrier of moral right, nullifies its own authority, and is against the ultimate test of all authority, and can only provoke contempt and universal repudiation from all virtuous pupils. The exercise of religious duty is beyond the pale of human enactment, and each individual may, "worship God according to the dictates of his own conscience," but the exercise of duty must be regulated so as not to encroach upon the rights of others.

The teacher should judge and execute only his own rules; for if he attempt to enforce other rules than his own, he goes beyond his sphere and usurps that which is legitimately his own. Both rewards and penalties are regarded as sanctions, inasmuch as positive rewards as well as penalties may be applied to particular enactments. But since the danger to the greatest good is most from selfish choices which need not occur, it is better to have penalties as much the most employed. While the general order and peace of the school, as secured by good government, is itself a reward to the pupil, and a perpetual motive to obedience, the direct annexation of promises is of less regard, and the teacher more frequently makes his appeals to the pupil to the threatening of punishment.

The grand design of annexing rewards and penalties to regulations and rules is thereby to indicate the mind and will of the teacher. The terms of the rules sufficiently manifest the wish of the teacher, but the annexed penalty goes much further than the expression of a mere desire and indicate a determined choice, going into direct action to secure that the thing wished shall be done. The teacher values obedience to his rules in proportion to the penalty he attaches to disobedience, and in the penalty he means to express just how much he loves obedience and hates disobedience.

The design of school government must regulate the use of penalties. The end of school government is to secure the greatest good, and the end of punishment is to exhibit the teacher's determination to preserve this; thus punishment must be applied solely to the exhibition of that authority, which gives the precept in the interest of the school. Punishment should never be applied as a mere discipline, and thus apprehended as a punishment to be claimed, so far as this may be gained in the bearing of the future conduct of the pupil, the punishment should look to reformation, but its direct action is or the punishment of disobedience in order to make rules, though broken, still respected.

In the application of punishment must be seen the firm purpose to hold every choice of the pupil to its right place for the greatest good, and thus the unswerving intention to punish every violation of rule, and to testify in the act, no angry passion, but the stern displeasure of violated authority.

Obedience in all for the sake of the highest good, is the direct will of the teacher, and penalties attached to rules are designed to manifest this, and hence in whatever form a conflicting choice springs up, and breaks out into overt action, against that precisely and impartially must the power of penal rule strike with an unerring and an unflinching blow. The teacher must hold no morbid compassion for the offender which would become treacherous to the test of the school; nor any weak and yielding purpose, which may be overreached by bribes, or overcome by overtures, and thus bring the authority of the teacher into contempt; but a firmness which cannot be compromised.

The teacher must not only possess, but also manifest before his school, those qualities which give validity to his authority, and thus, the confidence in the respect of the school without the exhibition of the proper attributes of a teacher may be a very wise instructor, a judicious adviser and a wise counselor, as disclosed in his precepts; but it is only in the unflinching purpose to hold his dignity and majesty of his power to rule.

The failure to enforce the sanctions of his rules, proves the incompetency of the teacher to fill his place in the conservation of the highest good, and the necessity that a more energetic personality should be substituted.

Precepts, though given in the form of imperatives, are not laws until penalties for violation are annexed, and those penalties must be fully expressed in the promulgation of the rules themselves.

Children are not subject to the teacher's authority until they comprehend his legal jurisdiction, and he cannot punish them for disobedience while at their homes.

Rebels must be in proportion to the strength of the offenders choice to do evil. Disobedience under excitement of passion is not so heinous as disobedience under a settled and long cherished purpose; and the former does not require so great a penalty.

Haller, Sept. 27, 1879.

Unsuccessful People.
The percentage of people who are unsuccessful in the world is a very large one. Often God snatches away, by his providence, through no apparent fault or failure of theirs, the fruit of mental labors when it is just dropping, opened, into their hands. Other men come into life hopelessly destitute of the "knack" for getting ahead in anything. The farmer who thinks he is making a good bargain when every one else sees that it is a bad one; the school teacher who don't know how to win the confidence or inspire the enthusiasm of her pupils; the minister whose "ways" repel people when he takes the most pains to win their good will—such persons are found everywhere. They do the best they know how, but they don't succeed. And since it is an experience that is divinely assigned to so many that we must conclude that the ministry of poverty and defeat is often better for us than any worldly success could be. "Blessed are they who make money or achieve prominence," did not find a place the Beatitudes—does not, in fact sound much like them.—"Talks" in Good Company Number One.

Good Advice.
Much jewelry is vulgar. Do not smack while eating. Do not cut your nails in public. Do not run after famous people. Feeling waiters is paying blackmail. Serve vegetables on separate plates. Cheese should be eaten with a fork. Unsweetened coffee cures bad health. A man's dress should not be remarkable. Don't give more friends costly presents. Short nails make the finger tips grow broad. Girls who part their hair on the side look fast. In going up or down stairs precede the lady. A formal call is long if it last over half an hour. Never take bits out of your mouth with your hands. There is too much promiscuous kissing in this country. A young lady should never stretch her feet out in company. Some men unpleasantly comb their mustaches at the table. A pink ribbon under the chin makes a pale woman look brighter.

Always take the last piece of everything—there is supposed to be more. Do not call a man a liar unless you have a lump in your throat and are quite sure he is a liar. They were talking about the weight of different individuals in a certain family, and the daughter's young man, who was present, spoke up before he thought, and said, "I tell you that Jennie ain't so very light, either, although she looks so." And then he looked suddenly conscious, and blushed, and Jennie became absorbed in studying a chromo on the wall.

The entire county court, and the assessor of Butler county, have been indicted and are under bond for their appearance at circuit court; the judges for allowing, and the assessor for receiving more fees than the law allowed for assessing the county last year.

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